



BARNWELL HIGH

474 Jackson Street
Barnwell, SC 29812

Grades	9-12 High School	
Enrollment	696 Students	
Principal	Henry Jon Burdge	803-541-1390
Superintendent	Roy Sapough	803-541-1300
Board Chair	Chad Perry	803-259-9753

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	At-Risk
2010	Average	At-Risk
2009	Average	Good
2008	Average	At-Risk
2007	Good	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
11	10	22	1	1

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	66.9%	74.3%	69.6%	76.0%	77.7%	77.1%
Passed 1 subtest (%)	12.7%	11.7%	11.4%	13.0%	11.6%	13.2%
Passed no subtests (%)	20.5%	14.0%	19.0%	11.1%	11.0%	10.2%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	82.0%	90.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	182	168	281	296
Number of Graduates in Cohort	136	119	198	205
Rate	74.7%	70.8%	71.2%	71.4%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	182	N/A	292
Number of Graduates in Cohort	N/A	136	N/A	207
Rate	N/A	74.7%	N/A	69.8%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	73.7%	75.6%
English 1	57.5%	63.3%
Biology 1/Applied Biology 2	61.9%	65.4%
Physical Science	45.5%	53.9%
US History and the Constitution	30.6%	44.3%
All Tests	52.1%	60.6%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=696)				
Retention rate	7.3%	Up from 6.8%	3.8%	3.4%
Attendance rate	95.9%	Up from 90.9%	95.1%	95.0%
Served by gifted and talented program	5.2%	Up from 3.8%	13.9%	12.4%
With disabilities other than speech	12.3%	Down from 14.0%	11.0%	9.9%
Older than usual for grade	9.3%	Down from 11.5%	7.3%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.9%	0.9%
Enrolled in AP/IB programs	2.8%	Down from 5.1%	13.6%	13.0%
Successful on AP/IB exams	N/A	N/A	50.6%	51.7%
Eligible for LIFE Scholarship	30.0%	Down from 40.1%	30.1%	30.1%
Annual dropout rate	3.3%	Up from 1.0%	2.9%	2.5%
Career/technology students in co-curricular organizations	2.8%	Down from 4.7%	1.7%	2.9%
Enrollment in career/technology courses	319	Down from 326	372	419
Students participating in work-based experiences	91.7%	Down from 94.5%	11.9%	7.2%
Career/technology students attaining technical skills	84.0%	Up from 76.8%	81.2%	83.0%
Career/technology completers placed	100.0%	Up from 95.0%	97.7%	98.4%
Teachers (n=48)				
Teachers with advanced degrees	43.8%	Up from 43.5%	60.3%	61.1%
Continuing contract teachers	83.3%	Down from 89.1%	83.3%	80.6%
Teachers returning from previous year	86.3%	Up from 86.2%	87.9%	86.5%
Teacher attendance rate	95.3%	Up from 89.6%	95.5%	95.5%
Average teacher salary*	\$45,149	Down 6.4%	\$46,884	\$46,884
Professional development days/teacher	4.2 days	Up from 4.1 days	10.9 days	10.0 days
School				
Principal's years at school	1.0	Down from 7.0	4.0	4.0
Student-teacher ratio in core subjects	25.4 to 1	Up from 24.5 to 1	27.6 to 1	26.5 to 1
Prime instructional time	89.9%	Up from 81.6%	89.4%	89.3%
Dollars spent per pupil**	\$8,020	Down 12.6%	\$7,383	\$7,804
Percent of expenditures for teacher salaries**	64.2%	Up from 61.8%	57.2%	58.0%
Percent of expenditures for instruction**	65.9%	Down from 66.0%	60.5%	60.6%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	97.3%	97.3%
Character development program	Average	No Change	Good	Good
Modern language program assessment	N/A	N/A	N/A	Good
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	150	82.0%	785	52.1%	182	74.7%	No
Gender							
Male	91	82.4%	397	51.6%	71	69.0%	N/A
Female	59	81.4%	374	51.3%	111	78.4%	N/A
Racial/Ethnic Group							
White	83	90.4%	400	68.8%	106	84.0%	N/A
African American	64	71.9%	340	30.3%	70	60.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	12	41.7%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	19	73.7%	N/A	N/A	N/A
Disability Status							
Disabled	25	44.0%	70	18.6%	11	63.6%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	73	68.5%	409	39.1%	103	64.1%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Barnwell High School stands on the premise that failure is not an option as we continue to work hard toward our tradition of excellence. Barnwell High School continues to make satisfactory progress toward state and national educational goals.

Barnwell High School's mission is to prepare all students to become independent lifelong learners and productive members of society. Furthermore, Barnwell High School believes that education is important to any modern society. In a society such as ours, it should be dedicated to the worth of the individual and committed to the nurture of free, responsible men and women. Therefore, we should, in this changing society, be compelled to foster individual fulfillment in all students.

Barnwell High School continues to strive for excellence through hard work, commitment, and dedication by our students, parents, teachers, and staff. We are proud to announce that the graduating class of 2011 received a total of \$2,990,987.00 in scholarships. Four students were named Palmetto Fellows, twenty-one students received four-year life scholarships, twelve students received two-year life scholarships, and fifty-four students were awarded South Carolina Lottery Tuition money.

Barnwell High School continues the tradition in extracurricular and co-curricular activities, which are integral parts of a well-rounded school experience. The girls' softball team was named Region Champions, district champions, and Lower State Champions. The Industrial Technology Program garnered several awards for its participation in robotics competitions. The JROTC unit again was recognized as an "Honor Unit of Distinction." The Scarlet Knights Marching Band received numerous awards during marching band season. The Debate team and the FCCLA won several awards throughout the year.

Our parent and student organizations continue to be strengths of our school. The School Improvement Council continues to be a committed group of parents, students, teachers, and community members that work hard to improve our school. All of our booster organizations worked diligently to produce an environment where students are connected to the community and dedicated to academic excellence.

It is our belief that we will continue to improve as long as we work together with our students as our focus. We are continuing to yield the types of program results that will position us closer to state and national benchmarks. We look forward to the upcoming school year and the challenges that face us. It is with confidence that we commit to serving our students and community in providing the best educational opportunities possible

Mr. Jon Burdge, Principal

Mrs. Vicki Carter-Blocker, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	120	47
Percent satisfied with learning environment	92.2%	67.5%	84.8%
Percent satisfied with social and physical environment	92.0%	72.3%	80.4%
Percent satisfied with school-home relations	82.4%	84.0%	80.4%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress	No
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This school met 11 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.0%	0.0%	No

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	164	98.2	21.8	31.4	26.3	20.5	55.8	56.6	68.0	No	Yes
Male	82	97.6	26.0	32.5	22.1	19.5	50.6	51.9	63.1	N/A	N/A
Female	82	98.8	17.7	30.4	30.4	21.5	60.8	61.3	73.1	N/A	N/A
White	86	97.7	8.5	22.0	35.4	34.1	80.5	80.7	79.4	Yes	Yes
African American	68	100.0	40.0	40.0	15.4	4.6	26.2	28.4	51.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.8	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	66.4	I/S	I/S
Disabled	28	96.4	54.2	41.7	N/A	4.2	12.5	22.2	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	45.1	I/S	I/S
Subsidized meals	80	98.8	36.8	38.2	19.7	5.3	38.2	39.7	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	164	98.2	27.6	24.4	28.8	19.2	53.8	54.7	62.3	No	Yes
Male	82	97.6	28.6	24.7	28.6	18.2	51.9	53.2	61.4	N/A	N/A
Female	82	98.8	26.6	24.1	29.1	20.3	55.7	56.3	63.2	N/A	N/A
White	86	97.7	13.4	15.9	39.0	31.7	76.8	77.1	75.3	Yes	Yes
African American	68	100.0	49.2	29.2	18.5	3.1	26.2	28.4	42.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.4	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	64.1	I/S	I/S
Disabled	28	96.4	54.2	37.5	4.2	4.2	20.8	29.6	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	47.1	I/S	I/S
Subsidized meals	80	98.8	42.1	34.2	19.7	3.9	31.6	33.3	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	164	96.3	69.6	11.4	8.2	10.8	19.0	N/A	N/A	N/A	N/A
Male	82	95.1	65.4	15.4	6.4	12.8	19.2	N/A	N/A	N/A	N/A
Female	82	97.6	73.8	7.5	10.0	8.8	18.8	N/A	N/A	N/A	N/A
White	86	96.5	54.2	16.9	14.5	14.5	28.9	N/A	N/A	N/A	N/A
African American	68	95.6	90.8	4.6	1.5	3.1	4.6	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	28	85.7	91.7	8.3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	80	96.3	88.3	6.5	2.6	2.6	5.2	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	180	99.4	19.7	33.7	29.8	16.9	56.7	56.7	65.9
	2011	164	98.2	21.8	31.4	26.3	20.5	55.8	56.6	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	180	99.4	19.1	32.0	23.0	25.8	59.0	59	62.3
	2011	164	98.2	27.6	24.4	28.8	19.2	53.8	54.7	62.3

* Adjusted to account for natural variation in performance.